Southern Arizona Community High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2470 North Tucson Boulevard, Tucson, AZ 85716
Southern Arizona Community Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS[1]

High School Achievement Profile [a]

2005-06	Performing
2004-05	Performing
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress [b]

2005-06	Met
2004-05	Not Met
2003-04	Met

School Improvement Status [b]

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator :	Mr. Abelardo Cubillas Jr.
Schedule :	07:00 AM to 05:00 PM
Grades :	9-12
Web Address :	www.sacaeagles.com
Phone Number :	(520) 319-6113
Fax Number :	(520) 319-6115
E-mail :	sacaeagles@aol.com

Mission

To prepare mature students academically to achieve personal goals and meet the requirements of Arizona State Board of Education as well as become lifelong learners by providing a one-on-one learning environment which fosters critical thinking skills, social responsibility, and ownership of success.

School / Academic Goals

Ü Provide an academic program that is of appropriate rigor & placement for each individual; requires mastery of the Arizona State Standards; and facilitates the completion of all Arizona requirements to earn a high school diploma.

Ü Prepare each student for his/her future with individual future planning & preparation for prerequisite requirements for entrance to college/university, occupational education, military branch, or trade school or his/her choice.

Ü Provide opportunities for students to participate in educational experiences that promote or require critical/creative thinking through individual/team challenges; advanced academic pusuits, dual college credit.

Ü Prepare students with 21st Century Skills through: focus on responsibility, accountability, integrity, and earned success; participation in specialist certification program via our Microsoft Information Technology Academy.

Enrollment

October 1, 2005 School Year Student Enrollment : 224

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 364

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Ü Great Books Foundation - Shared Inquiry
- Ü Accelerated & Gifted Curriculum
- Ü Community College/University Courses
- Ü A+ Curriculum Software
- Ü Individualized Instruction
- Ü Extensive Field Experiences
- Ü Laboratory Science Exploration
- Ü Interscolastic Academic Challenges

Calendar Information

Number of Instruction Days :	230
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	6/30/2006

Shared Responsibilities

School

Provide accelerated academics that meet state Board of Education graduation requirements and prerequisites for career objectives outlined in the Community College Completion program and/or AZ Board of Regents entrance requirements for college/university.

Parents

Parents will provide a home without discord, anger and self-absorption. They will provide a loving, stable environment with curfews and a familiar routine. They will instill respect for time management and will make their son/daughter first priority.

Transportation Policy

SunTran bus tickets are provided to students in need of transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Students are Currently Enrolled @ Pima Comm. College	2006
Ü 25% of students graduated with honors	2005
Ü 3 Students recieved $1,000 scholarships for Academics	2005
Ü Staff Member on State Board for Gifted Education	2005

Southern Arizona Community High School

10th Grade

Mathematics

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	71130	52	52	95	677	677	701	46	46	23	19	19	13	31	31	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	35465	62	62	96	675	675	702	44	44	21	17	17	13	39	39	53	NA	NA	13
Male	NC	NC	35648	NC	NC	94	NC	NC	701	NC	NC	24	NC	NC	12	NC	NC	50	NC	NC	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	13	13	25103	62	62	95	659	659	685	69	69	34	23	23	16	8	8	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	11	11	36075	46	46	95	699	699	715	18	18	12	18	18	9	55	55	58	9	9	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	20	20	65268	49	49	98	683	683	705	35	35	19	20	20	12	40	40	54	5	5	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	26	26	48173	52	52	96	677	677	709	46	46	17	19	19	11	31	31	55	4	4	18

Reading

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	73018	67	67	97	692	692	703	3	3	6	24	24	23	62	62	64	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	36181	71	71	97	697	697	708	6	6	4	24	24	21	59	59	65	12	12	9
Male	12	12	36816	63	63	96	686	686	699	NA	NA	7	25	25	24	67	67	62	8	8	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	11	11	25801	52	52	96	682	682	683	9	9	10	18	18	34	73	73	53	NA	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	15	15	37024	83	83	97	708	708	721	NA	NA	2	20	20	12	60	60	73	20	20	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	23	23	65848	64	64	98	698	698	708	4	4	4	22	22	20	61	61	67	13	13	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	29	29	49106	67	67	98	692	692	714	3	3	4	24	24	16	62	62	69	10	10	11

Writing

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	72810	67	67	96	673	673	685	10	10	6	34	34	30	48	48	58	7	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	36111	63	63	97	708	708	695	NA	NA	4	13	13	23	73	73	65	13	13	8
Male	14	14	36678	74	74	95	636	636	674	21	21	9	57	57	36	21	21	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	12	12	25735	57	57	96	662	662	669	8	8	10	50	50	41	42	42	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	15	15	36915	83	83	97	693	693	697	7	7	3	27	27	21	53	53	67	13	13	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	24	24	65739	67	67	98	677	677	689	13	13	13	25	25	27	54	54	62	8	8	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	29	29	48996	67	67	97	673	673	693	10	10	4	34	34	24	48	48	64	7	7	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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10th Grade Proficiency

Mathematics	Reading	Writing
03-04: 75, 04-05: 63, 05-06: 35	03-04: 57, 04-05: 50, 05-06: 72	03-04: 51, 04-05: 43, 05-06: 55
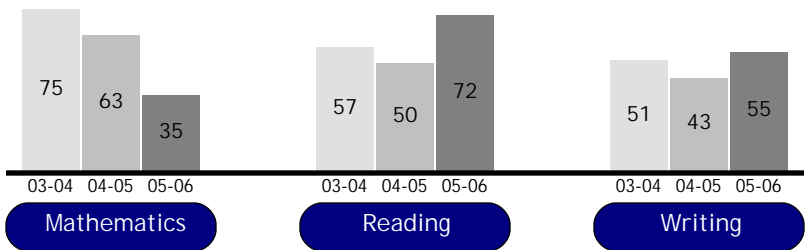
The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

 The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	NA	59	NA	42	NA	52	52	51	NC	NC	NC	52
	Language	NA	44	44	42	NA	48	48	50	NC	NC	NC	50
	Mathematics	NA	95	95	63	NA	35	35	50	NC	NC	NC	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Southern Arizona Community High School

School Site Council

Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	5.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	1	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Center

Ü Training Center

Extracurricular Activities

Ü Martial Arts Training

Ü Bowling

Ü Community Sports Conference

Ü Dance

Ü Basketball

Ü Softball

Ü Swimming

Social Services

Ü Tuition-paid Community Coll. Enrollment

Ü General Education Develop. Preparation

Ü Emergency First Aid/CPR Training

Ü Substance Abuse/Anger Management Seminar

Southern Arizona Community High School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Faculty: 5 have advanced degrees in curriculum; 2 are in advanced degree programs; 1 earned Microsoft Office Specialist Master Instructor; Member of the Board of Directors for Arizona Association for Gifted and Talented.

Ü Graduates: 24 students earned High School Diplomas; 3 graduates honored by the Arizona Daily Star as Senior Class Achievers; 6 students graduated with Honors; 1 recieved Arizona State Board of Regents Scholarship.

Ü Student Body:6 National Honor Society inductees;Future Problem Solving Team won Championship in FPS State Bowl;Odyssey of the Mind got 2nd place in Structure Problem in Regional Competition;2 students excelled in the Junior Olympic Softball Program.

Ü 9 students completed 14 dual college credits at Pima Community College; 1 student was accepted into People to People Academic Program; 8 students participated in the University of Arizona Engineering Seminars.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	94	95	94	95
Promotion Rate [5]	54	89	88	73
Graduation Rate [6]	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

Southern Arizona Community High School

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Focus on academic achievement. Implement a disciplinary policy with specific rules, regulations and consequences. Treat students and staff with equal respect. Promote citizenship and character. Support students in being responsible for their actions.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts		
	Name	Phone Number
School Site Council		
Transportation Policy	Abelardo Cubillas, Jr.	(520) 319-6113
Community Resources	Edward Lovio	(520) 319-6113
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

<div style="background-color:red; color:white; text-align:center">ACHIEVEMENT PROFILES</div>

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.
School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

<div style="background-color:red; color:white; text-align:center">TITLE I TERMS</div>

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.